

## PEER-TO-PEER LEARNING: CORRECTIONAL EDUCATION MODELS

### INTRODUCTION:

The Office for Students in the Care of D.C. (SCDC) met with different education providers in four states to better understand the practices of their juvenile facilities as a response to COVID-19 and remote learning. The goal of this document is to provide background information and examples from these jurisdictions as it relates to educational models, teaching and staffing, supports for teachers during remote learning, provisions of technology, student behavioral management, and parent and family engagement.

### I. EDUCATION MODELS:



Initially, paper packets were used to provide distance-learning, but after pressure from leadership, lawyers, and advocates it was determined that **solely using paper packets was not conducive for education**. Educators had to think of additional ways

for student engagement, such as:

- Teachers calling through a laptop or phone that was placed in the center of the room and students following CDC social distancing regulations.
- Pre-recorded lesson plans from teachers.
- Staggered scheduling.



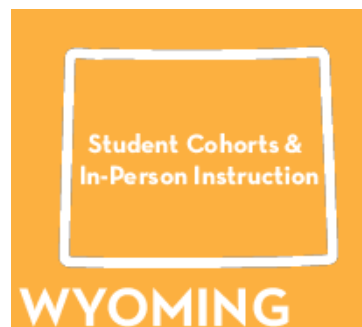
Facilities did not stop operating as a response to COVID-19 and most of the schooling continued to be provided 5.5 hours a day. The facility was encouraged to reduce the usage of paper packets; therefore, they digitized all the

coursework. **Online learning consists of 80 percent of how students receive their education**, with the other 20 percent being filled with supplemental items.



The five cottages at the facility were split between morning and afternoon groups. **While one group received education, the other group received programming**. The staff had to condense a normal

six-hour school day to a three-hour day. Additionally, tablets were provided to each student from 7:30AM-9:30PM to assist in completing coursework and for entertainment purposes.



Since Wyoming had a relatively low number of COVID-19 cases, **the facility decided to cohort students based on their living quarters** with one teacher who was assigned to and must stay with that cohort.

One-on-one instruction was provided for five hours a day using Chromebooks and Google Suite, along with increased educational classes outside (encouraging activities that promote social distancing, such as softball).

**Note:** Specific state facilities and contacts are provided at the end of this document.

## CHALLENGES AND SUCCESSES OF THESE MODELS:

### CHALLENGES:

- Discrepancies in Required Hours of Instruction: **Florida** law requires 25 hours of educational instruction a week, but the districts have different requirements for how these hours are reported.
- Teaching Students in Living Quarters: **Minnesota** shared that students are less receptive to the classes within their cottages and the facility is working towards moving the schooling back to the schoolhouse.
- Increase in Behavioral Issues: For the students in **Wyoming** not having the same capacity to move around as before, being limited to only their living population 24 hours a day, sitting behind a Chromebook all day, and lack of structure have created challenges.

### SUCCESSES:

- Collaboration and Accountability: **Florida** emphasized that the collaborative conversations with specific decision-making stakeholders and holding schools and districts accountable by implementing specific requirements has been highly beneficial in pushing forward new approaches.
- Individualized Instruction: At the **Wyoming** Girls School, their model has allowed for more space to cater to individualized instruction.

## II. INFORMATION ON TEACHING & STAFFING:

**Florida:** Regional offices have provided the care and custody staff additional trainings because of their increase in educational assistance. However, there is an emphasis that the care and custody staff must not be expected to be the educators or teachers and that education staff must be held accountable to adapting their lesson plans.

**Minnesota:** To affix to their rotating schedule, the same teacher is with the same group of students, and then the teachers will rotate between student groups. Each morning staff are screened, both staff and students wear masks, and classes are no more than four students. There is also a two-hour block between morning and afternoon sessions so that the classrooms can be disinfected.

**Oregon:** The facility has both Educational Assistants (EAs) and Certified Teachers; the Certified Teachers fall under a union. During remote instruction, only the EAs physically went to the facilities, in which they followed the specific facility protocols. Students could ask the EAs questions and the EAs could then redirect the question to the teacher if necessary.

**Wyoming:** Since the teachers are grouped with only one cohort of students, teachers have been coordinating with one another to ensure students are logged in to the appropriate class and completing assignments.

## III. SUPPORTS FOR TEACHERS DURING REMOTE LEARNING:

### General Training

Florida and Minnesota both had staff trainings and incorporated best practices for distance learning.

### Point Person[s] for Technology

Florida, Minnesota, and Wyoming shared that specific staff are trained to troubleshoot issues with the district educational platform and to have direct communication with the technology provider.

### Staff Collaboration

Teachers at the Wyoming Girls School meet weekly to share updates on students, and discuss who may be struggling and needing additional assistance.

## IV. PROVISIONS OF TECHNOLOGY:



**Oregon:** Chromebooks are used in the facility to provide virtual learning. They are looking at technology company, Nucleos, to assist with streamlining all the content and adding an additional level of security.



**Minnesota:** Each student is provided a tablet, earphones, and an attachable keyboard; students have embraced the devices and online learning. These tablets are provided by the American Prison Database and students have access to them from 7:30AM to 9:30PM each day. The tablets have a reward system and students can earn credits or tokens from their teachers that then can be applied for entertainment purposes (i.e., games, music, movies).



**Wyoming:** Virtual coursework uses Faronics Insight, allowing students to sign-in to certain channels and the principal to monitor all of the channels at once.

### WASHINGTON STATE DEPARTMENT OF CHILDREN, YOUTH AND FAMILIES: PEER MENTOR-LAPTOP PROGRAM



The facilities partnered with World Possible and provided each resident with a laptop that they have access to all day for both education and workforce development opportunities. They have also begun phasing out secure Internet for the classrooms and living units.

To further engagement and responsibility, the state organized a **"Peer Mentor-Laptop Securebook Support"** job opportunity. Eligible students will be provided a stipend to meet with and orient new residents to content and usage of the secure pads and programming.

## V. BEHAVIORAL MANAGEMENT SUPPORTS:

- **Florida:** Is working towards finding ways to teach and communicate to the students about their responsibility for technology and their digital citizenship.
- **Oregon:** When students misuse or get off track using the technology they are redirected from the content. If the violation is severe, then students may have to resort to only book work. The technology is used as an incentive; therefore, students must be receptive to the rules in place.
- **Wyoming:** For computer related infractions, teachers first attempt to have an open dialogue with students to identify why it is important for them to not misuse their digital access. Staff attempts to deescalate the issue and not create a whole ordeal if not a security concern.

## VI. PARENT & FAMILY ENGAGEMENT

### MINNESOTA:

The facility increased their use of virtual visits and saw a dramatic increase of parent visitations; three months prior to COVID-19 the facility had 98 in-person visits, but during the lock-down the facility had over 450 virtual visits. The staff also are working to develop a website and portal for parents to log into to receive updates, progress reports, and grades for their students in the facility.

### WYOMING:

Students are provided daily contact with their parents and guardians through 10-minute phone calls. They also have incorporated video conferencing through the kiosks in the dorms, where students use Zoom or Google Hangouts. The staff takes away the mouse to prevent students from accessing other content.

### STATE CONTACTS:

**Florida:** **Carla Greene**, Program Director, Juvenile Justice Education at Florida Department of Education

**Minnesota:** **Patty Popp**, Director of Special Education & **Jay Powell**, Red Wing Education Director at Red Wing Juvenile Center

**Oregon:** **Emmanuel Luvert**, Licensed Teacher with Multnomah Education Service District at Oak Creek Correctional Facility

**Washington:** **Lisa McAllister**, Office Chief - Reentry and Transition, Community, Reentry and Parole Programs, and Juvenile Rehabilitation at Washington State Department of Children, Youth and Families

**Wyoming:** **Christine Jones**, Superintendent & **Dixi Cooper**, Principal at Wyoming Girls School